

# The English Online Interview 2011 Training Guide

Version Date: 8 November 2010



**Published by Student Learning Programs Division  
Department of Education and  
Early Childhood Development**  
Melbourne  
September 2009

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## Introduction

### What is the English Online Interview?

The English Online Interview is a powerful online tool for assessing the English skills of students in the years Prep to Year 2. The Interview assesses students across the three dimensions of the English domain of the Victorian Essential Learning Standards (VELS) – Speaking/Listening, Reading and Writing.

Teachers use the English Online Interview to interview students in a one-on-one situation, using texts and downloadable resources designed specifically for the Interview. Teachers enter student responses directly into the online system which can then be used to generate a range of VELS-based reports at the level of the student, class or school. These reports can improve student outcomes by informing program planning, reporting and resource allocation.

### About this Training Guide

This guide is intended for use with the *English Online Interview Training System* which can be accessed by principals and teachers in any Victorian government school at <https://www.eduweb.vic.gov.au/englishonlinetraining/default.aspx> using their Edumail username and password.

The English Online Training System uses mock classes and students to enable teachers to become familiar with the content functionality, downloadable resources and reports available English Online Interview prior to the formal assessment period.

### Data and Reports in the Training System

Unlike the English Online Interview itself, student data in the Training System is static, i.e. data entered in Training System is not stored in the system. Similarly the reports are also static and do not reflect any data teachers enter while conducting a mock interview. Also, due to the static nature of the data, some functions such as *Save and Pause Assessment* and updating ESL details which are available in the English Online Interview are not available in the Training System.

### Student year levels in the Training System

In the English Online Interview specific modules are recommended for each year level. In the Training System aligning a module to a recommend year level is not a concern since data is not stored and the system is intended for practice only. However to assist teachers who prefer to choose test students in the same year level as their own students the following table is provided.

Class	Prep	Year 1	Year 2
Training	Student15 Erin	Student01 Jessica	Student02 Connor
Training 2	Student20 Mustafa	Student01 Lijin	Student10 Mele

### Further support

Further information and supporting resources, including module selection advice and video clips to assist teachers identify what to look for in student responses are available on the English Online Interview homepage at: <http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishonline/default.htm>

## What's new in 2011?

In preparation for the 2011 assessment a range of changes have been implemented in the English Online Interview in response to feedback from schools. These are as follows:

- Flexible module selection. Teachers should note the recommendations under *Assessment Modules* on page 2 of this guide. Comprehensive advice on module selection including how modules are scored is provided in the document *Administration and Module Selection Advice* available at:  
<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eoiadminmodselect.pdf>
- Flexible order of task selection. Teachers should note the advice and considerations in relation to the order of tasks in the section: *Progressing through the tasks*, p. 12

## Which students will be assessed?

The English Online Interview is intended to be used to assess all students in years Prep to Year 2. This intention is founded on the principle that all students have the *right* to be assessed. The English Online Interview will provide valuable information to inform the learning of individual students.

The one-on-one nature of the Interview allows teachers to take into consideration the needs of individual students. This will include ESL students or student with special needs. Teachers will need to interpret the results of the Interview in relation to the normal expectations for individual students in these cohorts.

Further information, including the policy for exemptions and withdrawals, is available at:  
<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eoifaq.pdf>

## Assessment Period

The English Online Interview forms part of a state-wide assessment program for students in years Prep to Year 2. Every school will conduct their assessments during a set assessment period at the start of each year. Each period generally lasts 4 weeks. Students cannot be assessed using the English Online Interview outside these periods except under exceptional circumstances.

## Assessment Modules

English Online is organised into 4 assessment modules. Each module is designed around expected achievement at a particular year and stage of schooling and assesses a student in all dimensions of the English domain. Although there are some similarities between each module, each uses different reading texts and asks different questions. Each module also allows for a range of student skills and abilities at the target stage.

The recommended modules for each year level are as follows:

Year Level	Recommended Module
Start of Prep	Module 1
Start of Year 1	Module 2
Start of Year 2	Module 3

For further advice on module selection see *Administration and Module Selection Advice* at  
<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eoiadminmodselect.pdf>

## Tasks

Although all tasks *can* be conducted in a one-on-one situation, teachers may prefer to conduct some tasks, such as writing and spelling, with a small group of students or the class as a whole.

Each assessment module contains a series of tasks. Each task consists of a series of questions with associated responses. For each question, teachers select the response in the online system which most closely matches responses given by the student. The tasks for each module are outline in the following table:

Module 1	Module 2	Module 3	Module 4
Oral Language	Oral Language	Oral Language	Oral Language
Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Tiger and the Big Wind
Cup Cakes	The Beach Ball	Blackie's holiday	The Golden Carambola Tree
Words and Sound	Words and Sound	Segmenting words	Writing
Clever Max	'Ick' Words	Tap Dancing Star	Spelling
Clever Max Writing Activity	The lunch boxes	Writing	
	The lunch boxes Writing Activity	Spelling	

### How long does an assessment take?

Teachers can expect to spend (on average) between 20 and 40 minutes to complete each assessment. Generally all questions in a task will be completed in one sitting. However an assessment can be paused at any time and resumed.

When all tasks in a module are completed, the teacher finalises the assessment and no further changes can be made (see *Finalising the assessment*, p. 13). A range of reports can be generated from finalised assessments.



## Resources

### Texts

Two texts are required for each module – a reading text and picture story book. All Victorian government primary schools have received copies of the texts in an English Online Interview Resource Kit.

The texts provided to Victorian government schools for the English Online Interview should be made available to teachers only during the assessment period and should *not* be used for any purpose other than for the Interview.

The texts for each year module are as follows:

Module	Reading Text	Picture Storybook Text
1	Cup Cakes	Clever Max
2	The Beach Ball	The lunch boxes
3	Blackie's holiday	Tap Dancing Star
4	Tiger and the Big Wind	The Golden Carambola Tree

### Downloadable Resources

A range of downloadable resources are required to conduct the Interview. These can be accessed online from the application and should be printed by the teacher before the assessment commences. (See *Preparing the space and the resources*, p. 5.)

### Reports

The English Online Interview can be used to generate a range of reports in the three dimensions of the English domain using assessments that have been finalised (see *Finalising the assessment*, p. 13). Reports can be generated for individual students, groups of students, classes or the whole school.

The reports provide useful information such as the progression points achieved by students, the spread of student abilities in a cohort, or achievement of specific cohorts including ESL students. This information may be used to improve student outcomes in English by providing data to inform targeted intervention, program planning, resource allocation and reporting. For further information see *Reports*, p. 14.

### ESL Students

All reports generated from the English Online Interview relate to the English domain of the VELS. Teachers of ESL students may need to interpret these reports in relation to the expectations outlined for ESL students in the ESL Companion to the VELS. See <http://vels.vcaa.vic.edu.au/support/esl/esl.html> for further information.

For further assistance in assessing the English language learning of ESL students, teachers should refer to the ESL Developmental Continuum at:  
<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>



# Pre-interview preparations for teachers

## Becoming familiar with the Interview

All teachers are encouraged to use the English Online training System, before the formal assessment period commences, to familiarise themselves with the modules they will be using with their students as well the reports, downloadable resources and navigation of the Interview. The Training System is available at the following address: <https://www.eduweb.vic.gov.au/englishonlinetraining>

## Preparing the space and the resources

Teachers should organise for a quiet comfortable space to conduct the Interview and ensure (as much as possible) that they are not interrupted during interviewing.

The appropriate texts (from the resource kits distributed by the School Administrator) should be made ready, and the relevant worksheets printed prior to interviewing. To print the worksheets:

1. Click *Resources* on the homepage to display the screen shown below.
2. Note the printing requirements (per student/per class) for the relevant module.
3. Click the links to the relevant worksheets.
4. Print the required quantities.

Assessment Material Item	Audience	No. of Copies	Module 1	Module 2	Module 3	Module 4	Not Assessed
<a href="#">Initial Sound Sheet</a>	Teacher	1 per class	✓				
<a href="#">Alphabet Recording Sheet</a>	Student	1 per student	✓	✓			
<a href="#">Alphabet Sheet</a>	Teacher	1 per class	✓	✓			
<a href="#">Annotated Writing Samples for Writing Task Assessment</a>	Teacher	1 per class	✓	✓	✓	✓	
<a href="#">'ick' word sheet</a>	Teacher	1 per class		✓			
<a href="#">The Beach Ball Running Record Sheet</a>	Student	1 per student		✓			
<a href="#">P Word Sheet</a>	Teacher	1 per class			✓		
<a href="#">Spelling Sheet – Student</a>	Student	1 per student			✓	✓	
<a href="#">Spelling Words – Teacher</a>	Teacher	1 per class			✓		
<a href="#">Blackie's Holiday Running Record Sheet</a>	Student	1 per student			✓		
<a href="#">Spelling Words – Teacher</a>	Teacher	1 per class				✓	
<a href="#">Tiger and the Big Wind Running Record Sheet</a>	Student	1 per student				✓	

## Checking the class setup

Before interviewing, teachers should confirm that they can access their class/es and that all required students have been allocated correctly. To check the class set up:

1. Click the *Class* drop-down menu to check that the appropriate class appears in the list.
2. Scroll through the *Students* drop-down menu to check that all students have been allocated to the class.

The screenshot shows the 'Student View' tab selected. On the left, there are two drop-down menus: 'Class:' with 'Training' selected, and 'Students:' with '--Select--' selected. A mouse cursor is pointing at the 'Students' menu. On the right, there are buttons for 'Resources', 'Reports', 'Groups', and 'Logout'. Below these buttons, the following status information is displayed:

- Selected Student:** No student selected
- Selected Class:** Training
- Current Assessment Period:**
- Last Assessed:**
- Assessment Status:** Not Currently Assessing

## Checking student details

Before interviewing, teachers should check that the student details in the Interview are correct. Check student details as follows:

1. From the *Class* drop-down menu select the appropriate class. (If a teacher has been provided access to a class which is not at the teacher's school or campus an asterisk will be displayed beside the class name).
2. From the *Students* drop-down menu select a student.

The screenshot shows the 'Student View' tab with 'Class:' set to 'Training' and 'Students:' set to 'STUDENT01 Jessica'. On the right, the status information is updated:

- Selected Student:** STUDENT01 Jessica
- Selected Class:** Training
- Current Assessment Period:** End Of Year 2009
- Last Assessed:** No record of Assessment
- Assessment Status:** Not Currently Assessing
- Start Assessment:** --Select Module-- [Start]

Below this, a 'Student Details' section is expanded, showing the following information:

- Student ID:** 1160
- Student UniqueID:** AND0005\_33 VIC
- Student First Name:** Jessica
- Student Surname:** STUDENT01
- Student Middle Name:**
- Date Of Birth:** 06-Nov-2002
- Gender:** F
- Year Level:** 1
- ☐ Aboriginal or Torres Strait Islander
- Home Group:** TR01
- ☒ English as a second language
- ☒ Student has been learning English for less than a year
- ESL Stage:** Unknown

3. Check that student details (name, date of birth etc.) are accurate.
4. Contact the English Online school administrator if student details are incorrect.

## Entering ESL information

In the Training System it is not required that teachers update ESL information. In the English Online Interview however, If a student is recorded as an ESL student in CASES 21, then further information *must* be entered and updated in the English Online Interview before an assessment can commence. Instructions for doing this are provided below.

Enter ESL information as follows:

1. Tick the box *Student has been learning English for less than a year*, if appropriate.
2. From the *ESL Stage* drop-down menu select from the available options. Note that the ESL stage refers to Speaking and Listening only. Further information on ESL Stages is available from the ESL Continuum at: <http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>
3. Click *Update Details*. Once the ESL details have been updated they will be retained by the system for the duration of the assessment period.

**Student View** [Assessment View](#)

Class:

Students:

Resources Reports Groups Logout

**Selected Student:** STUDENT03 Krista  
**Selected Class:** Training  
**Current Assessment Period:** End Of Year 2009  
**Last Assessed:** No record of Assessment  
**Assessment Status:** Not Currently Assessing  
**Start Assessment:**

**Student Details** Last updated 04-Aug-2009

**Student ID:** 1145 **Student UniqueID:** BAM0001\_33 VIC  
**Student First Name:** Krista **Student Surname:** STUDENT03  
**Student Middle Name:** **Date Of Birth:** 25-Jan-2002  
**Gender:** F **Year Level:** 2  
☐ **Aboriginal or Torres Strait Islander** **Home Group:** TR01

☒ **English as a second language**

☒ **Student has been learning English for less than a year** **ESL Stage**

Last updated 26-Aug-2009

## Update Error Message

If ESL details are not updated, the following error message will appear. Update the details before proceeding.

**There was an error carrying out your last request**

**Detailed description of the error:**

Student Auxillary (ESL and Disability) details have not been updated within the prescribed period prior to assessment

## Assigning Students to Groups

Teachers can create groups using the *Groups* button on the home page. This may be useful to distinguish achievement between particular groups, for example:

- Boys/ Girls
- ESL students
- Year 1 students (in a composite grade)

### Create Group

1. Click the *Groups* button

The screenshot shows the top navigation bar with buttons for Resources, Reports, Groups, and Logout. The Groups button is highlighted with a red box. Below the navigation bar, the page displays student information: Selected Student: STUDENT03 Krista 1145, Selected Class: Training, Current Assessment Period: End Of Year 2009, Last Assessed: No record of Assessment, and Assessment Status: Not Currently Assessing. There is a Start Assessment section with a dropdown menu set to "--Select Module--" and a Start button. Below this is the "Create New Group" section, which includes a Group Name input field, a "Create Group" button (highlighted with a red box), and an "Edit or Delete Existing Group" section with a Group dropdown menu (set to "-- Select --"), an "Edit Group" button, and a "Delete Group" button.

2. Enter a name in the *Group Name* field.
3. Click *Create Group*.

### Edit Group (To add or remove students)

1. Select a group from the *Group* drop-down menu. The following screen displays:

The screenshot shows the "EDIT A GROUP" screen. At the top, it says "Add or Remove Students to/from group: Group 1". Below this are two columns. The left column is titled "Students in selected class but not in Group" (highlighted with a red box) and contains a list of students: Anderson Chris, S05\_C001 Student, S06\_C001 Student, S07\_C001 Student, S08\_C001 Student, S09\_C001 Student, S10\_C001 Student, S11\_C001 Student, S12\_C001 Student, and S13\_C001 Student. Below this list is an "Add Students" button. The right column is titled "Students already in Group" (highlighted with a red box) and contains a list of students: S01\_C001 Student, S02\_C001 Student, S03\_C001 Student, and S04\_C001 Student. Below this list is a "Remove Students" button.

2. Click on a student\* on the list at left and click *Add Student*, or click on a student at right and click *Remove student* as required.

\*To select multiple, but non-sequential students, hold down the Ctrl key while clicking on the required students.

## Delete Group

Groups can only be deleted if empty. All students must be deleted from a group (as explained above) before the group can be deleted

To delete a group:

1. Select a group from the *Group* drop-down menu.
2. Click *Delete Group*.

Training purposes only

# Conducting an Assessment

## Selecting a class, student and module

In the English Online Interview, teachers will only see classes to which they have been added by the school administrator. In the Training System only two classes with mock students are available. All teachers have access to these two classes of students only.

Follow the steps below to commence an assessment after completing the preparations described in the preceding section.

1. From the *Class* drop-down menu, select the appropriate class (if more than one is available).

School: 9999 - zzDemo School Teacher: demo0003 - zzDemo School Senior Teacher

Student View Assessment View

Class: 1 Training

Students: 2 STUDENT02 Connor

Resources Reports Groups Logout

Selected Student: STUDENT02 Connor

Selected Class: Training

Current Assessment Period: Start Of Year 2010

Last Assessed: No record of Assessment

Assessment Status: Not Currently Assessing

Start Assessment: 3 --Select Module-- Start 4

Student Details Last updated 04-Apr-2010

Student ID: 1161 Student UniqueID: BAL0007\_33 VIC

Student First Name: Connor Student Surname: STUDENT02

Student Middle Name: Date Of Birth: 15-Mar-2002

Gender: M Year Level: 2

☐ Aboriginal or Torres Strait Islander Home Group: TR01

2. From the *Students* drop-down menu, select the appropriate student (the selected student's details will appear to the right of screen).
3. From the *Select Module* drop-down menu, select the appropriate module. Further information on module selection is available at:  
<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eoiadminmodselect.pdf>
4. Click *Start*. If you have selected a non-recommended module for the student, for example if you select module 2 for a Prep student, you will be asked to confirm your selection as follows.

**Please confirm your module selection:**

The recommended module for Prep is Module 1. Press Confirm to proceed or Cancel to change your selection. For further advice, see the [English Online Interview website](#).

Once your module selection has been accepted by the system, the screen defaults to assessment view. This is described in the following section.

## Assessment View – screen layout

There are three main sections of the screen in *Assessment view* as indicated in the following graphic:

The screenshot shows the 'Assessment View' interface. On the left is a sidebar with 'Student View' and 'Assessment View' tabs. Under 'Assessment View', it shows 'Student: S01 SLPD' and 'Class: SLPD Practice Class'. Below this is a 'Save and Pause Assessment' button. The 'Student Assessment' section lists tasks for 'Module 1': 1 Oral Language (dotted box), 2 Phonemic Awareness, 3 Cup Cakes, 4 Words and Sounds, 5 Clever Max, 6 Clever Max Writing Activity, and Finalise Assessment. A red arrow points to '1 Oral Language' as the 'Current Task'. The main area displays 'Module 1' and 'Task 1. Oral Language'. It includes a 'Hide Help' link, an information icon (i), and instructions: 'Initiate a discussion with the student to assist you to assess elements of his/her oral English language development. (approx. 2-3 minutes) Use this discussion and your prior knowledge of the student's characteristic use of English in the classroom to complete the following checklist. Topics for discussion should be around everyday school-based contexts, such as classroom activities, friends, favourite games, what they enjoy learning about. e.g. I'd like us to talk about what you do at school. Let's talk about your favourite activity. Tell me about your friends/some of the children you play with. Tell me about something you like learning at school.' An icon of a person speaking is shown. Below this is 'Question 1. Participation/Engagement' with four radio button options: 'demonstrates active, purposeful engagement, shows overall good communication skills, including appropriate turn-taking', 'demonstrates engagement, shows generally successful communication skills, including turn-taking', 'demonstrates little purposeful engagement', and 'no attempt'. Then is 'Question 2. Spoken text structure' with four radio button options: 'sequences ideas logically and clearly with little rephrasing, prompting or questioning', 'sequences ideas logically and clearly with some rephrasing, prompting or questioning', 'needs much prompting and questioning to produce a coherent text, or to expand on ideas', and 'no attempt'.

## Tasks

The tasks for the selected module will be listed and numbered on the left of screen with the current task surrounded by a dotted box. Tasks can be selected by clicking on the name of the task in the list as indicated below. A tick will appear beside a task when all questions in the task are completed.

This screenshot shows the 'Student Assessment' sidebar for 'Module 2'. The tasks listed are: 1 Oral Language, 2 Phonemic Awareness, 3 The Beach Ball (with a green checkmark), 4 Words and Sounds (dotted box, with a red arrow pointing to it), 5 'Ick' Words, 6 The Lunch Boxes, 7 The Lunch Boxes Writing Activity, and Finalise Assessment.

## Instructions and Script

The instructions to teachers and the script that teachers use with student appear on the right at the top of the screen. The following icons/links assist teachers to identify the different elements of the information provided.

<a href="#">Hide Help</a>	Link to switch instructions on or off
	Instructions to teachers
	Script for teachers
	Equipment required



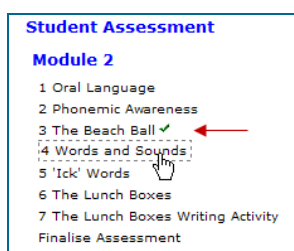
## Questions

Questions are presented below the instructions/script. All questions for a given task will appear in a single window. Scroll down to reveal the next question as required.

## Selecting tasks and entering student responses

After the *Start* button is clicked, the Interview defaults to the first task in the given module. After completing all the questions in a given task, clicking *Next* at the bottom of the screen navigates to the next successive task. Alternatively tasks can be selected by clicking on the name of the task in the list at top left of the screen. Once a task is selected, read the instructions and/or script at the top of the page and then:

1. Complete the questions by selecting the most appropriate student response.
2. Scroll down when required to see the next question.
3. When all questions in a task are completed a tick will appear beside the task in the list at the top left of screen as depicted below:



4. Click *Next* at the bottom of the screen to go to the next task or click on a task directly from the list at the top left of screen. If *Next* is clicked and all questions for the task are not complete a message such as the following is displayed.

**There was an error carrying out your last request**

Detailed description of the error:

Task cannot be completed unless a response is recorded for each item.  
Question **Strategies** below is incomplete.

A response must be entered for every question in every task in order to finalise the assessment and generate reports.

## Progressing through the tasks

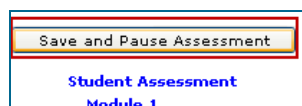
Tasks can be completed in any order. However wherever possible it is preferable to administer tasks in the order they are presented. Teachers should note the following advice on task order:

- *Task 1* in all modules is the conversation. This task is intended as an ice-breaker to help the student feel comfortable in the one-on-one interview situation. As well as providing this context for answering all the subsequent questions it provides the opportunity to assess the student's speaking skills. It is not essential to administer this task first, but it is preferable.
- *Task 2 and Task 4* in Modules 1, 2, and 3 focus on different aspects of hearing sounds in words. It is essential that these tasks are separated by Task 3. Students may become confused between the instructions for each of these tasks if they are administered sequentially. Task 2 is generally easier than Task 4. It is preferable that Task 2 is administered first to give students confidence. The *strongly recommended order* for these tasks is Task2, Task 3 then Task 4.

- The writing task in each of the modules *must* be administered *after* the preceding task in which the students hear and retell a story and answer comprehension questions. The writing task can be administered to small groups or the whole class after students have completed the preceding task.

## Saving and pausing and assessment

Where possible, teachers should aim to complete an assessment with a student in a single sitting. However an assessment can be saved at any time by clicking *Save and Pause Assessment* as depicted below.



To resume the assessment at a later time, reselect the student and module and click *Continue*.

## Terminating a task if a student cannot continue

In some circumstances it may be necessary to terminate a task before all questions in the task have been attempted by the student. This may occur if the task appears to be causing the student significant distress or the student is clearly unable to provide further answers to the questions in the task. For example some ESL students in the early stage of their ESL learning, may have insufficient English to understand or respond to some tasks.

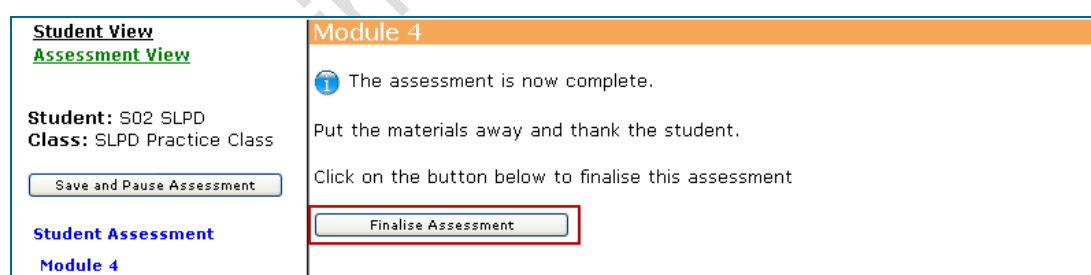
Where it is clear that a student can *not* continue with a particular task, select the 'no attempt' option for each of the questions in the task that were *not* administered to the student. Then continue to the next task.

It may be necessary to use the *Save and Pause Assessment* button (for example if the student appears distressed), and continue the Interview at a later time. Tasks are very different in nature, and students may be able to respond to some but not others. Each student should have an opportunity to attempt every task.

## Finalising the assessment

A response must be entered for all questions in a module before the assessment can be finalised.

After the last task is completed, the teacher clicks *Finalise Assessment* as indicated below. No further changes can be made. Finalised assessments are used as the basis of reports outlined in the following section.



## Logging Out

When finished using the English Online Interview, click the *Logout* button on the home page to exit the system.

## Reports

A range of reports can be generated using the English Online Interview. Reports can only be generated for students whose assessment/s have been *finalised*. (See *Finalising the assessment*, p. 13.) In Training environment all reports are static – they will not reflect the data the responses entered by teachers. These static reports are intended to provide a snapshot of the range and layout of the reports in the English Online Interview.

### Student cohorts,

Reports can be generated for an individual student, a pre-defined group or a whole class.

- Teachers can generate reports for their own classes only.
- School administrators can generate reports for any class as well as reports for the whole school.

### Report parameters

The following report parameters can be selected for each report:

- Assessment period
- Dimension (Speaking and Listening, Reading, Writing, All)
- Report *view* (Tabular or Graphical) and report *format* (see *Report views and formats*, p. 14).

### Report filters

Reports may also be further refined using the following filters:

- Year Level
- Gender
- ATSI Status
- ESL Status
- Date of birth.

### Report views and formats

All reports can be displayed in *tabular view*. Some reports are also available in *graphical view*. All reports can be saved in Excel *format* to allow further interrogation of data.

Users can choose the *View* (tabular or graphical) and specify the *format* (Excel, HTML or PDF) of a report prior to generating it.

- Tabular reports are available in Excel, HTML and PDF format. Some Tabular HTML reports can be sorted (ascending or descending) by clicking on the arrows displayed in applicable column headings.
- Graphical reports are available in HTML or PDF format.

## Steps for generating a report

The general process for generating *any* report is illustrated by the following example, which outlines the steps to generate the *VELS by Student* report for a *class*.

1. On the homepage click *Reports* to display the following screen. (Click the *Report Help* icon represented by a blue question mark to view the names and descriptions of all reports.)

**Generate Report**

I am creating this report for:

Select the report you wish to generate:

Class

--Select Report--

Student Details Report

Assessment Status (Quick) Report

Assessment Status (Detailed) Report

VELS by Student Report

Group Comparison Report

Group Summary Report

2. From the first drop-down menu select *Class* and from the second drop-down menu select *VELS by Student Report*.

**School: zzDemo School 1**

Select Class:  Training  (Optional)

3. If the report is required for the whole class, proceed to step 7. If the report is required for selected students, click *Choose Students* to display the following screen. Then continue from step 4.

**Students in class**

STUDENT19 Angus

STUDENT20 Thurston

STUDENT21 Seth

STUDENT22 Emily

STUDENT23 Tyler

STUDENT24 Sasha

STUDENT25 Rhys

STUDENT26 Bailey

STUDENT27 Taylah

STUDENT28 Dechlan

**Students in report**

4. Click on the first required student.
5. Hold the Ctrl key while clicking on other required students.
6. Click *Add to selection*.

The selected students will be added under *Students in report*. Now move to the *Report Parameters* and *Additional Report Filters* section as shown in following graphic.

**Report Parameters**



Select the parameters you wish to use for your report from the options below

**Assessment Period:** End Of Year 2009  
**Dimension:** All  
**Report View:** Graphical  
**Report Format:** HTML

**Additional report filters**

The following additional filters are available for your selection  
NOTE that they are optional and do not have to be defined

**Year Level:** --Select--  
**Gender:** --Select--  
**ATSI Status:** --Select--  
**ESL Status:** --Select--

**Date of Birth From:**   **To:**   e.g. 11-Dec-2008

Generate Report

7. Enter any *Report Parameters* or *Additional Report Filters* using the drop-down menus provided. You can also enter a *Date of Birth* range by clicking the calendar icons next to the *From* and *To* fields.
8. Click *Generate Report*.

The report will be displayed on screen or a pop up will display (for PDF or Excel formats) prompting to save the file. (For an example of the report generated using the parameters above see page 20.)

## Appendix 1: Report Examples

### Summary

Reports can be generated for groups of students or for individual students.

### Reports for groups of students

These reports can be generated for pre-defined groups, classes, year levels, or schools:

Report	Views available
1. Student Details Report	Tabular
2. Assessment Status (Quick) Report	Tabular
3. Assessment Status (Detailed) Report	Tabular
4. VELs by Student Report	Tabular and graphical
5. Group Comparison Report	Tabular and graphical
6. Group Progression Report	Tabular and graphical
7. Group Summary Report	Tabular and graphical

### Reports for individual students

Report	Forms available
8. Student Progression Report	Tabular and graphical
9. Student Response Summary Report	Tabular
10. Finalised Assessment Report	Tabular

## 1. Student Details Report

This report summarises the personal and demographic details of students in the chosen cohort and indicates the assessments which have been completed.

English Online Interview									
Student Details Report on 04-Nov-2010									
<b>School Name:</b> zzDemo School <b>Report Generated By:</b> zzDemo School Senior Teacher <b>Student Selection:</b> Class : Training <b>Total No. Students in Report:</b> 28 <b>Student Name:</b> N/A <b>Additional Filters Applied:</b> None	<b>Assessment Module:</b> N/A <b>Assessment Period:</b> N/A <b>Dimension:</b> All <b>Sort Order:</b> N/A <b>Comparison Cohort:</b> N/A								
<b>Student Name:</b> STUDENT01 Jessica <b>Student ID:</b> 1160 <b>Student UniqueID:</b> AND0005_33  <b>Date of Birth:</b> 06-Nov-2002 <b>Gender:</b> F <b>Year Level:</b> 1 <b>Home Group:</b> TR01 <b>Class:</b> Training <b>Last Assessed:</b> 10-Feb-2009	<b>ATSI Status:</b> No <b>ESL Status:</b> Yes <b>ESL less than a year:</b> Yes <b>ESL Stage:</b>								
<table border="1"> <thead> <tr> <th>Completed Assessments</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>Module 3 Start Of Year 2010</td> <td>13-Jul-2009</td> </tr> <tr> <td>Module 2 Start Of Year 2009</td> <td>13-May-2009</td> </tr> <tr> <td>Module 2 End Of Year 2008</td> <td>27-Oct-2008</td> </tr> </tbody> </table>	Completed Assessments	Date	Module 3 Start Of Year 2010	13-Jul-2009	Module 2 Start Of Year 2009	13-May-2009	Module 2 End Of Year 2008	27-Oct-2008	
Completed Assessments	Date								
Module 3 Start Of Year 2010	13-Jul-2009								
Module 2 Start Of Year 2009	13-May-2009								
Module 2 End Of Year 2008	27-Oct-2008								

## 2. Assessment Status (Quick) Report

This report summarises the assessment status of all students in the selected cohort. It provides a quick overview of the current status of assessments during an assessment period.

English Online Interview																															
Assessment Status (Quick) Report on 24-Aug-2009																															
<b>School Name:</b> zzDemo School 1 <b>Report Generated By:</b> zzDemo School Senior Teacher  <b>Student Selection:</b> Class : Training <b>Additional Filters Applied:</b> No filters found	<b>Assessment Period:</b> End Of Year 2008  <b>Dimension:</b> All																														
<div>Quick Summary</div> <table border="1"> <thead> <tr> <th>Year Level</th> <th>Not Started</th> <th>Assessing</th> <th>Finalised</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year 1</td> <td>0</td> <td>0</td> <td>8</td> <td>8</td> </tr> <tr> <td>Year 2</td> <td>0</td> <td>0</td> <td>10</td> <td>10</td> </tr> <tr> <td>3</td> <td>0</td> <td>1</td> <td>8</td> <td>9</td> </tr> <tr> <td><b>Total</b></td> <td><b>0</b></td> <td><b>1</b></td> <td><b>27</b></td> <td><b>28</b></td> </tr> </tbody> </table>		Year Level	Not Started	Assessing	Finalised	Total	Prep	0	0	1	1	Year 1	0	0	8	8	Year 2	0	0	10	10	3	0	1	8	9	<b>Total</b>	<b>0</b>	<b>1</b>	<b>27</b>	<b>28</b>
Year Level	Not Started	Assessing	Finalised	Total																											
Prep	0	0	1	1																											
Year 1	0	0	8	8																											
Year 2	0	0	10	10																											
3	0	1	8	9																											
<b>Total</b>	<b>0</b>	<b>1</b>	<b>27</b>	<b>28</b>																											
<table border="1"> <thead> <tr> <th>Student Class Assignment</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Assigned Students</td> <td>28</td> </tr> <tr> <td>Unassigned Students</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>28</b></td> </tr> </tbody> </table>		Student Class Assignment	Total	Assigned Students	28	Unassigned Students	0	<b>Total</b>	<b>28</b>																						
Student Class Assignment	Total																														
Assigned Students	28																														
Unassigned Students	0																														
<b>Total</b>	<b>28</b>																														



### 3. Assessment Status (Detailed) Report

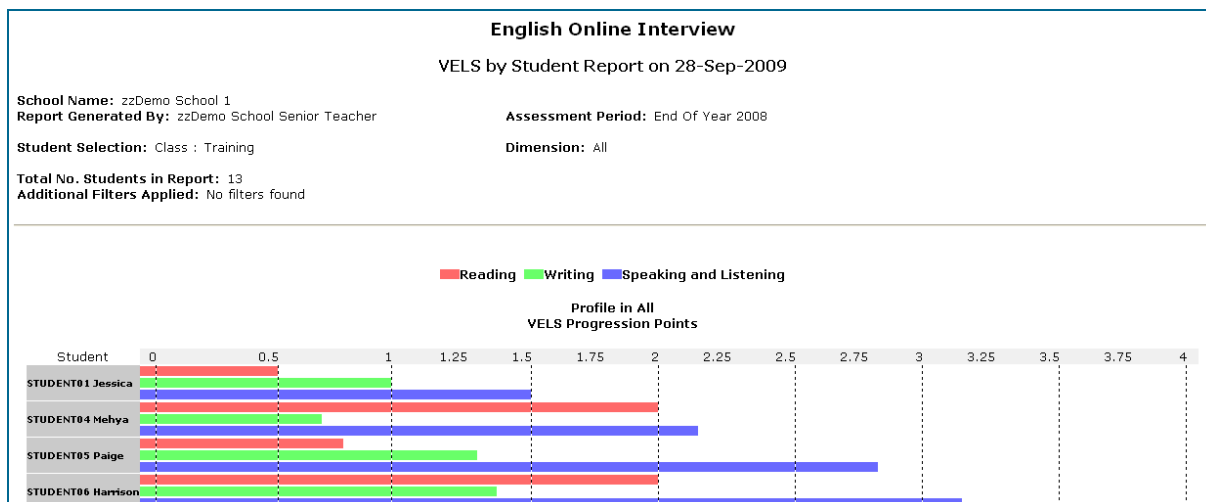
This report provides the same information as the *Assessment Status (Quick) Report* but also provides details of the assessments of individual students. It is useful for checking the assessment status of individual students during an assessment period.

English Online Interview								
Assessment Status (Detailed) Report on 24-Aug-2009								
<b>School Name:</b> zzDemo School 1								
<b>Report Generated By:</b> zzDemo School Senior Teacher			<b>Assessment Period:</b> End Of Year 2008					
<b>Student Selection:</b> Class : Training			<b>Dimension:</b> All					
<b>Additional Filters Applied:</b> No filters found								
<b>Quick Summary</b>								
<b>Year Level</b>	<b>Not Started</b>	<b>Assessing</b>	<b>Finalised</b>	<b>Total</b>				
Prep	0	0	1	1				
Year 1	0	0	8	8				
Year 2	0	0	10	10				
3	0	1	8	9				
<b>Total</b>	<b>0</b>	<b>1</b>	<b>27</b>	<b>28</b>				
<b>Student Class Assignment</b>					<b>Total</b>			
<b>Assigned Students</b>					28			
<b>Unassigned Students</b>					0			
<b>Total</b>					28			
<b>Detailed Summary</b>								
<b>Student ID</b>	<b>Student UniqueID</b>	<b>Student First Name</b>	<b>Student Last Name</b>	<b>Home Group</b>	<b>Teacher</b>	<b>Year Level</b>	<b>Assessment Module</b>	<b>Status</b>
1145	BAM0001_33	Krista	STUDENT03	TR01	02374176	2	Module 3	Finalised
1146	CAI0004_33	Paige	STUDENT05	TR01	08221384	2	Module 3	Finalised
1149	FOR0007_33	Samuel	STUDENT11	TR01	08221384	2	Module 3	Finalised
1151	JOG0004_33	Erin	STUDENT15	TR01	08221384	0	Module 2	Finalised

## 4. VELS by Student Report

This report presents the estimated VELS score on the different dimensions of the English domain, for each student in a chosen cohort. The VELS score is presented in increments of 0.1.

### Graphical view



### Tabular view

In tabular view, the *Next Progression Point* is presented alongside the estimated VELS score for each student and for each dimension.

**English Online Interview**  
VELS by Student Report on 24-Aug-2009

**School Name:** zzDemo School 1  
**Report Generated By:** zzDemo School Senior Teacher  
**Assessment Period:** End Of Year 2008  
**Student Selection:** Class : Training  
**Dimension:** All  
**Total No. Students in Report:** 28  
**Additional Filters Applied:** No filters found

VELS By Student									
Student ID	Student UniqueID	Student First Name ^	Student Last Name ^	Estimated VELS Score (R) ^	Next Progression Point (R)	Estimated VELS Score (W) ^	Next Progression Point (W)	Estimated VELS Score (SL) ^	Next Progression Point (SL)
1160	AND0005_33	Jessica	STUDENT01	2.3	2.5	2.8	3	4	4
1161	BAL0007_33	Connor	STUDENT02	3.3	3.5	1.3	1.5	1.1	1.25
1145	BAM0001_33	Krista	STUDENT03						
1162	BAT0005_33	Mehya	STUDENT04	3.6	3.75	2	2	3.1	3.25
1146	CAI0004_33	Paige	STUDENT05	0.8	1	1.3	1.5	2.8	3
1163	CAR0003_33	Harrison	STUDENT06	2	2	1.4	1.5	3.2	3.25
2664	CHA0009_33	Cody	STUDENT07	0.7	1	0.8	1	0.3	0.5

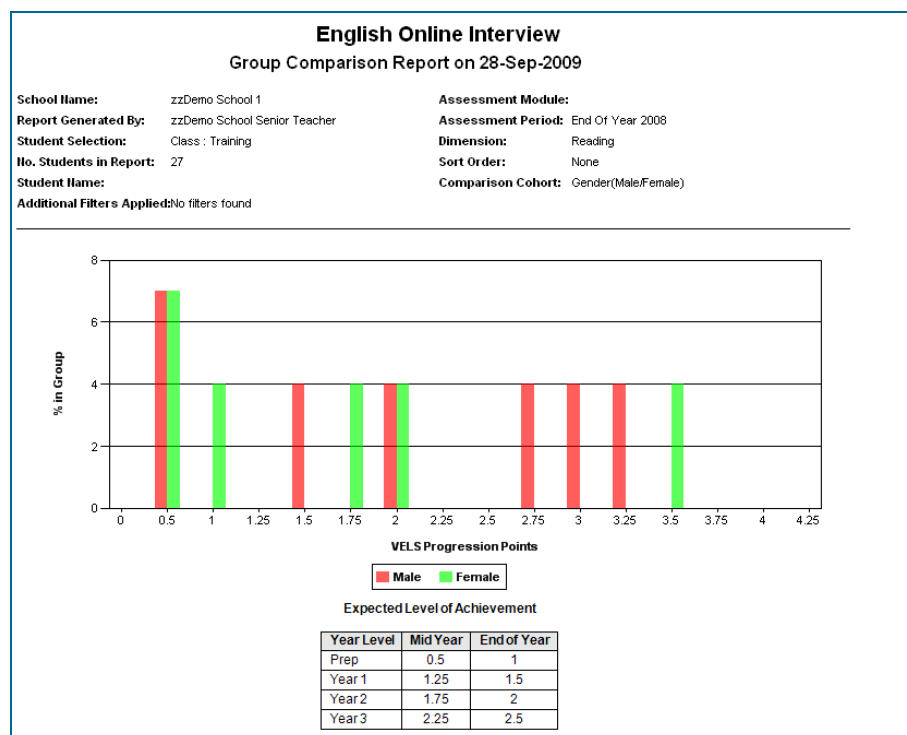
## 5. Group Comparison Report

This report is used to compare the VELS progression points achieved by students in two student cohorts (selected by the user) for example, male v female or ESL v non-ESL. The percentage of students achieving a given VELS progression point is displayed for each cohort.

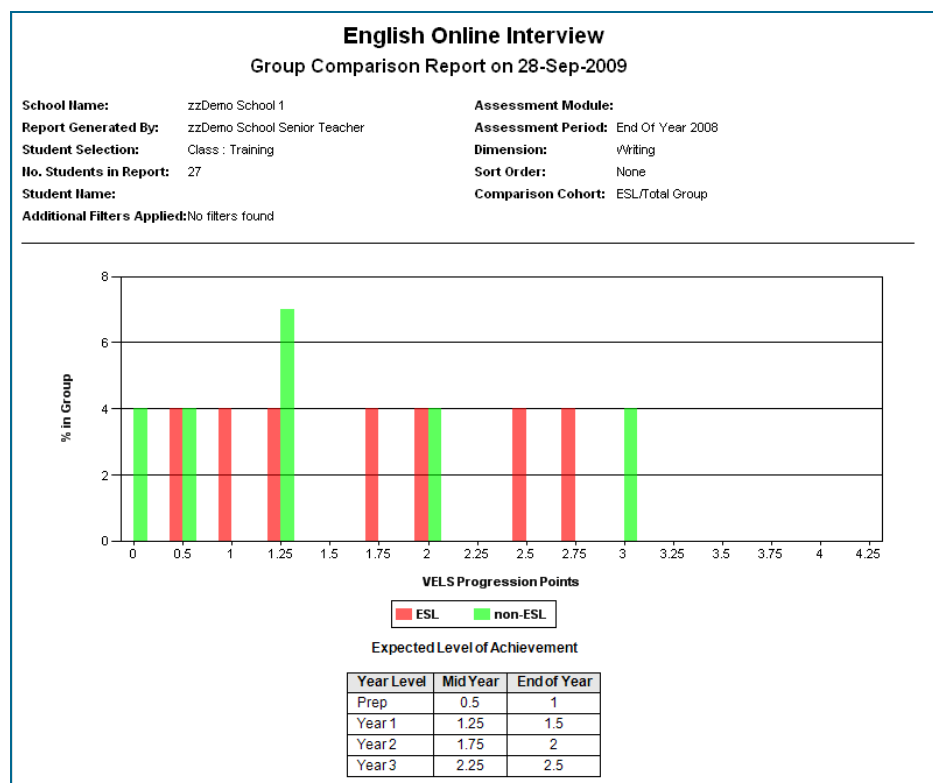
### Graphical view

In graphical view, each dimension must be selected *separately*.

#### Male v Females (Reading Dimension)



## ESL v Total Group (Writing)



## Tabular view

In tabular view, all dimensions are shown in one table.

**English Online Interview**  
Group Comparison Report on 24-Aug-2009

**School Name:** zzDemo School 1  
**Report Generated By:** zzDemo School Senior Teacher  
**Student Selection:** Class : Training  
**Total No. Students in Report:** 27  
**Comparison Cohort:** Gender(Male/Female)  
**Additional Filters Applied:** No filters found

**Assessment Period:** End Of Year 2008  
**Dimension:** Reading

VELS Progression Point	No. Females (R)	% Females (R)	No. Males (R)	% Males (R)	No. Females (W)	% Females (W)	No. Males (W)	% Males (W)	No. Females (SL)	% Females (SL)	No. Males (SL)	% Males (SL)
0	0	0	0	0	1	4	0	0	1	4	0	0
0.5	2	7	2	7	1	4	1	4	1	4	1	4
1	0	0	1	4	0	0	1	4	0	0	0	0
1.25	0	0	0	0	2	7	1	4	0	0	0	0
1.5	1	4	0	0	0	0	0	0	0	0	1	4
1.75	0	0	1	4	1	4	0	0	0	0	1	4
2	1	4	1	4	0	0	2	7	1	4	1	4
2.25	0	0	0	0	0	0	0	0	0	0	0	0

## 6. Group Progression Report

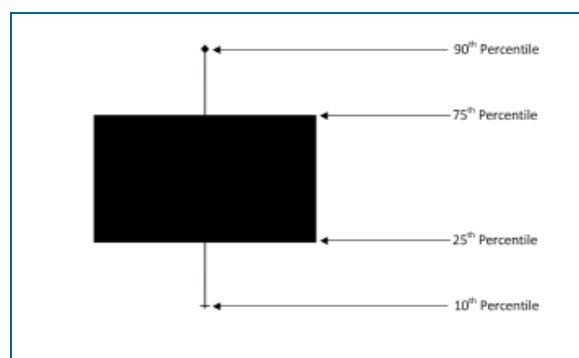
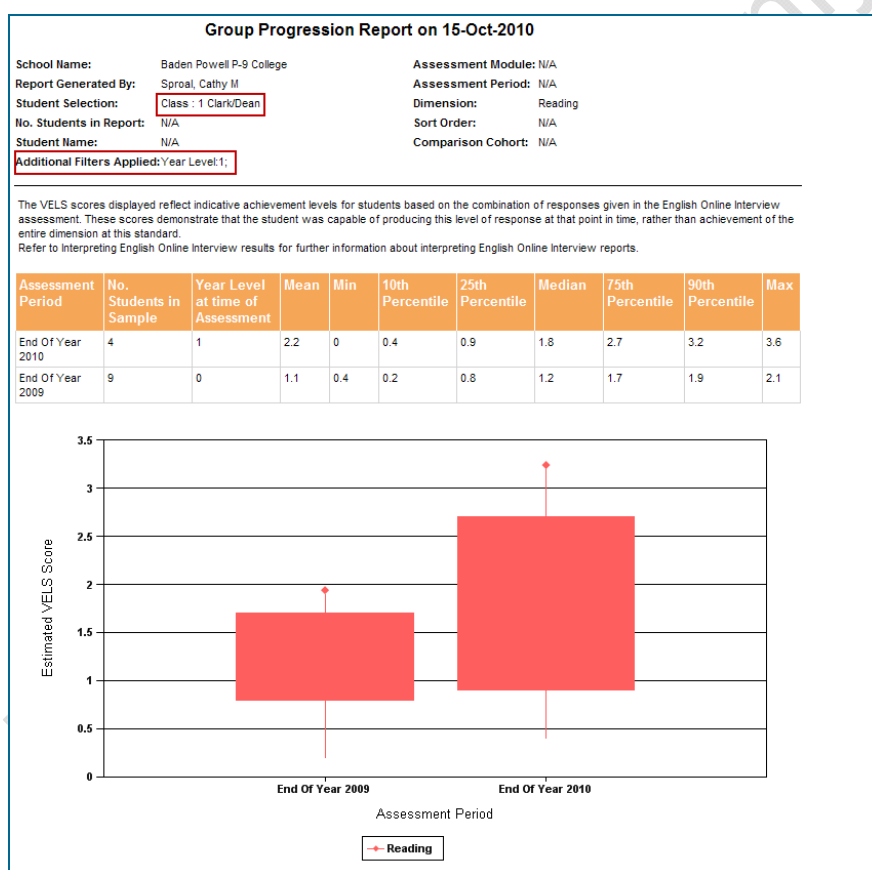
This report is run for a class or school. The *user must select a year level*. For the given class or school, the report identifies the students who are *currently in the selected year level* who have assessment records in the English Online Interview and displays data on the overall spread of achievement for each recorded assessment period.

Example: The report below shows that:

- there are 4 students in the selected class *who are currently in year 1* who have assessment data for the End of Year 2010 assessment (dummy assessment period).
- there are 9 students in the selected class who are *currently in year 1* who have assessments in the End of Year 2009 assessment period at which time they were in year Prep.

The black key below the chart identifies the different components displayed in the report.

### Graphical view



## Tabular view

English Online Interview

Group Progression Report on 24-Aug-2009

School Name: zzDemo School 1

Report Generated By: zzDemo School Principal

Student Selection: Students at a school

Dimension: Reading

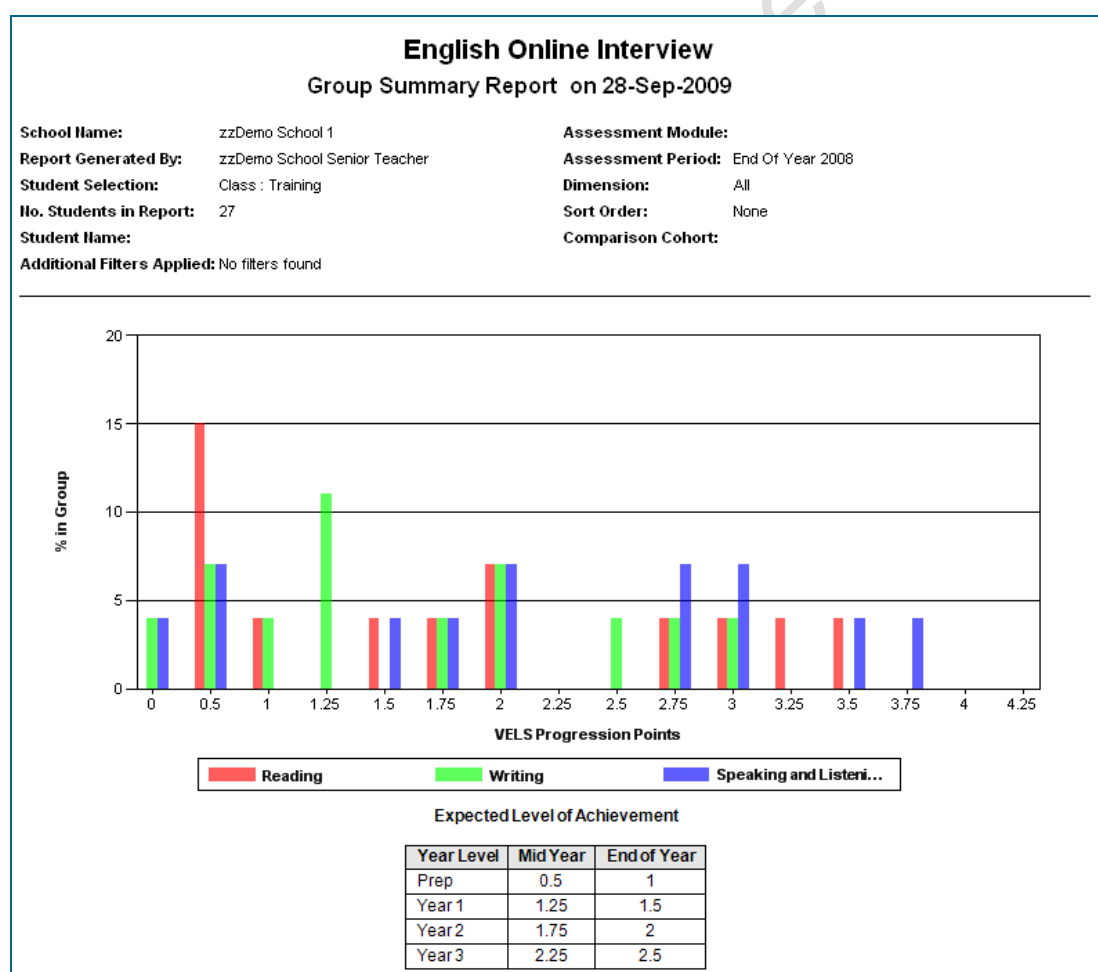
Additional Filters Applied: No filters found

Assessment Period	No. Students in Sample	Mean	Minimum	25th Percentile	Median	75th Percentile	Maximum
End Of Year 2009	1725	3.17	0	0.88	1.75	2.62	3.5

## 7. Group Summary Report

This report presents the percentage of students achieving each VELS progression point, in each dimension of the English domain.

### Graphical view



## Tabular view

### English Online Interview

Group Summary Report on 24-Aug-2009

**School Name:** zzDemo School 1

**Report Generated By:** zzDemo School Senior Teacher

**Assessment Period:** End Of Year 2008

**Student Selection:** Class : Training

**Dimension:** All

**Total No. Students in Report:** 27

**Additional Filters Applied:** No filters found

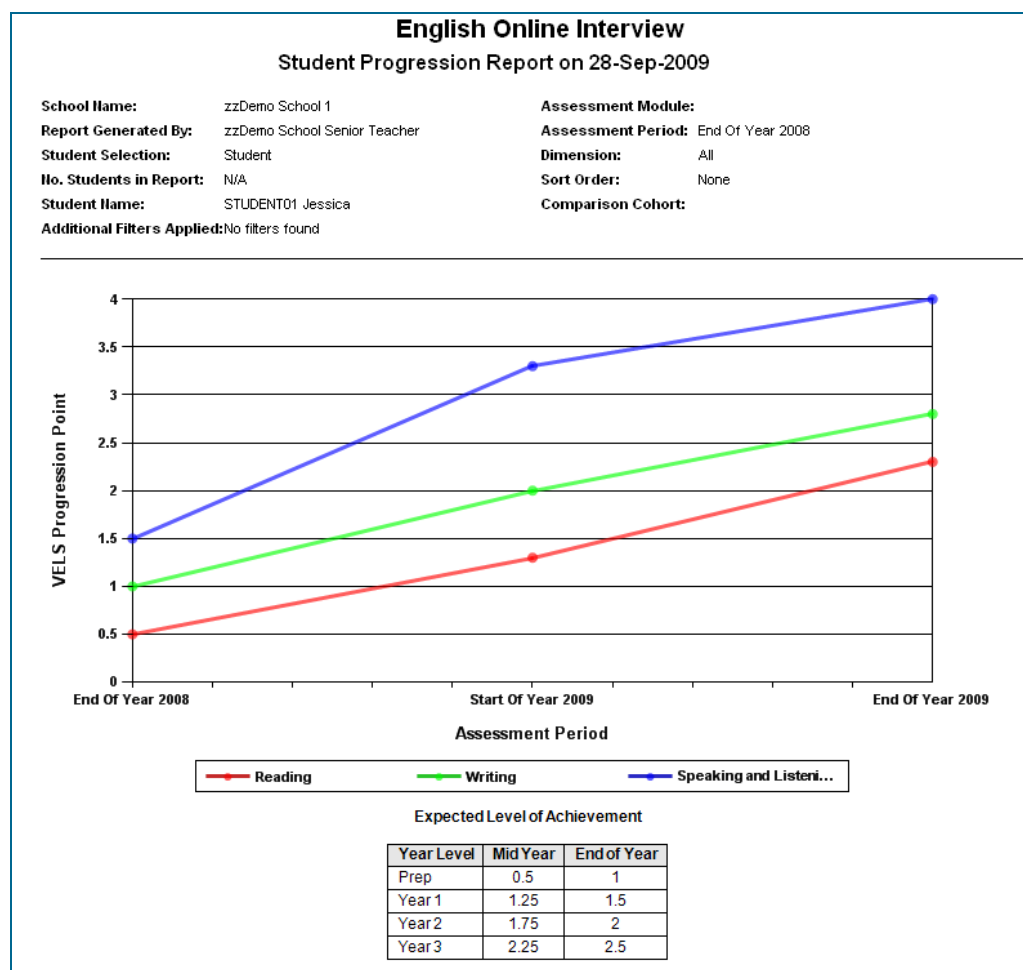
VELS Progression Point	Students(R)	% Students(R)	Students(W)	% Students(W)	Students(SL)	% Students(SL)
0	0	0	1	4	1	4
0.5	4	15	2	7	2	7
1	1	4	1	4	0	0
1.25	0	0	3	11	0	0
1.5	1	4	0	0	1	4
1.75	1	4	1	4	1	4
2	2	7	2	7	2	7
2.25	0	0	0	0	0	0
2.5	0	0	1	4	0	0
2.75	1	4	1	4	2	7



## 8. Student Progression Report

This report is for an individual student. It displays the VELS progression point achieved in each of the assessments completed for each dimension of the English domain. The report can be used to show the progress of the student over time in a given dimension or to compare achievement in different domains.

### Graphical view



### Tabular view

Assessment Period	Student ID	Student UniqueID	Student First Name	Student Last Name	Estimated VELS Score (R)	Next Progression Point (R)	Estimated VELS Score (W)	Next Progression Point (W)	Estimated VELS Score (SL)	Next Progression Point (SL)
End Of Year 2009	1160	AND0005_33	Jessica	STUDENT01	2.3	2.5	2.8	3	4	4
Start Of Year 2009	1160	AND0005_33	Jessica	STUDENT01	1.3	1.5	2	2	3.3	3.5
End Of Year 2008	1160	AND0005_33	Jessica	STUDENT01	0.5	0.5	1	1	1.5	1.5

## 9. Student Response Summary Report

This report for an individual student, indicates the *level of response* for each question in a given assessment period. A fully shaded bar indicates the highest level of response. The report can be displayed in order of the task/question or the dimension/literacy aspect.

### Task/Question Order

English Online Interview			
Student Response Summary Report on 31-Aug-2009			
School Name: zzDemo School 1		Assessment Period: End Of Year 2008	
Report Generated By: zzDemo School Senior Teacher		Dimension: All	
Student Selection: Student		Sort Order: Task	
Total No. Students in Report: 1			
Student Name: STUDENT01 Jessica			
Additional Filters Applied: No filters found			
Question	Dimension	Literary Aspect and Sub-aspect	Level of Response
<b>Oral Language</b>			
Participation/engagement	Speaking and Listening	Oral Language	2/2
Spoken text structure	Speaking and Listening	Oral Language	2/2
Use of volume, non-verbal cues	Speaking and Listening	Oral Language	2/2
Vocabulary	Speaking and Listening	Oral Language	2/2
Strategies	Speaking and Listening	Oral Language	2/2
<b>Phonemic Awareness</b>			
What rhymes with pin-bin	Reading	Phonemic Awareness	1/1
What rhymes with sun-run	Reading	Phonemic Awareness	1/1
What rhymes with ball-wall	Reading	Phonemic Awareness	1/1
Rhymes with set	Reading	Phonemic Awareness	1/1
Rhymes with king	Reading	Phonemic Awareness	1/1
Rhymes with door	Reading	Phonemic Awareness	0/1
<b>The Beach Ball</b>			
Predict story from cover	Reading	Comprehension	2/2
Read title	Reading	Fluency	1/1
Reading fluency Whole book	Reading	Fluency	4/5
Running record error count	Reading	Accuracy	1/2
Self corrections consistency	Reading	Accuracy	2/3

### Dimension/Literacy Aspect Order

English Online Interview				
Student Response Summary Report on 31-Aug-2009				
School Name: zzDemo School 1		Assessment Period: End Of Year 2008		
Report Generated By: zzDemo School Senior Teacher		Dimension: All		
Student Selection: Student		Sort Order: Dimension		
Total No. Students in Report: 1				
Student Name: STUDENT01 Jessica				
Additional Filters Applied: No filters found				
Dimension	Literary Aspect and Sub-aspect	Question	Task	Level of Response
Reading	Accuracy	Running record error count	The Beach Ball	1/2
Reading	Accuracy	Self corrections consistency	The Beach Ball	2/3
Reading	Comprehension	Predict story from cover	The Beach Ball	2/2
Reading	Comprehension	How did ball get in water	The Beach Ball	1/1
Reading	Comprehension	Why didn't Dad help	The Beach Ball	1/1
Reading	Comprehension	What did children do next	The Beach Ball	1/1
Reading	Comprehension	How did man get the ball	The Beach Ball	0/1
Reading	Comprehension	What do you think this tells us	The Beach Ball	2/2
Reading	Comprehension	Can you read me anything	The Beach Ball	1/2

## 10. Finalised Assessment

This report provides details of the responses by a student in a given assessment period. If the student gave the highest level response, a tick is shown. If not, the actual response is shown.

### Task/Question Order

English Online Interview			
Finalised Assessment Report on 31-Aug-2009			
<b>School Name:</b> zzDemo School 1		<b>Assessment Period:</b> End Of Year 2008	
<b>Report Generated By:</b> zzDemo School Senior Teacher		<b>Dimension:</b> All	
<b>Student Selection:</b> Student		<b>Sort Order:</b> Task	
<b>Total No. Students in Report:</b> 1			
<b>Student Name:</b> STUDENT01 Jessica			
<b>Additional Filters Applied:</b> No filters found			
Question	Dimension	Literary Aspect and Sub-aspect	Most Correct Response
<b>Oral Language</b>			
Participation/engagement	Speaking and Listening	Oral Language	✓
Spoken text structure	Speaking and Listening	Oral Language	✓
Use of volume, non-verbal cues	Speaking and Listening	Oral Language	✓
Vocabulary	Speaking and Listening	Oral Language	✓
Strategies	Speaking and Listening	Oral Language	✓
<b>Phonemic Awareness</b>			
What rhymes with pin-bin	Reading	Phonemic Awareness	✓
What rhymes with sun-run	Reading	Phonemic Awareness	✓
What rhymes with ball-wall	Reading	Phonemic Awareness	✓
Rhymes with set	Reading	Phonemic Awareness	✓
Rhymes with king	Reading	Phonemic Awareness	✓
Rhymes with door	Reading	Phonemic Awareness	incorrect
<b>The Beach Ball</b>			
Predict story from cover	Reading	Comprehension	✓
Read title	Reading	Fluency	✓
Reading fluency Whole book	Reading	Fluency	reads all or most of the book, reads in 3-4 word phrases
Running record error count	Reading	Accuracy	1-4 errors (easy text level)
Self corrections consistency	Reading	Accuracy	consistent self correction

### By Dimension - Tabular view

English Online Interview				
Finalised Assessment Report on 31-Aug-2009				
<b>School Name:</b> zzDemo School 1		<b>Assessment Period:</b> End Of Year 2008		
<b>Report Generated By:</b> zzDemo School Senior Teacher		<b>Dimension:</b> All		
<b>Student Selection:</b> Student		<b>Sort Order:</b> Dimension		
<b>Total No. Students in Report:</b> 1				
<b>Student Name:</b> STUDENT01 Jessica				
<b>Additional Filters Applied:</b> No filters found				
Dimension	Literary Aspect and Sub-aspect	Question	Task	Most Correct Response
Reading	Accuracy	Running record error count	The Beach Ball	1-4 errors (easy text level)
Reading	Accuracy	Self corrections consistency	The Beach Ball	consistent self correction
Reading	Comprehension	Predict story from cover	The Beach Ball	✓
Reading	Comprehension	How did ball get in water	The Beach Ball	✓
Reading	Comprehension	Why didn't Dad help	The Beach Ball	✓
Reading	Comprehension	What did children do next	The Beach Ball	✓
Reading	Comprehension	How did man get the ball	The Beach Ball	refers to using hands
Reading	Comprehension	What do you think this tells us	The Beach Ball	✓
Reading	Comprehension	Can you read me anything	The Beach Ball	reads some of the checklist
Reading	Comprehension	What is Mum doing with the things	The Lunch Boxes	✓
Reading	Comprehension	How did Mum get the fish	The Lunch Boxes	✓
Reading	Comprehension	Why does Yanni say do you want some more	The Lunch Boxes	✓
Reading	Comprehension	What do bubbles mean	The Lunch Boxes	✓
Reading	Comprehension	What did Zac guess	The Lunch Boxes	✓
Reading	Comprehension	Why are cats following	The Lunch Boxes	incorrect

## Appendix 2: Contacts

### Technical support

For technical support (e.g. student details in the Interview are not up to date, technical error messages are displaying on screen etc.) contact the Service Desk at: servicedesk@edumail.vic.gov.au, Ph: 1800 641 943.

### General inquiries

For general inquiries or policy advice (for example advice on obtaining additional kits resources, etc.) schools should contact their Regional Office. See <http://www.education.vic.gov.au/about/contact/regions.htm> for full Regional Office contact details.

#### Barwon South Western Region

**Phone:** (03) 5225 1000

**Email:** bswr@edumail.vic.gov.au

#### Eastern Metropolitan Region

**Phone:** (03) 9265 2400

**Email:** emr@edumail.vic.gov.au

#### Gippsland Region

**Phone:** (03) 5127 0400

**Email:** gippsmail@edumail.vic.gov.au

#### Grampians Region

**Phone:** (03) 5337 8444

**Email:** c0988311@edumail.vic.gov.au

#### Hume Region

**Phone:** (03) 5761 2100

**Email:** hume.region@edumail.vic.gov.au

#### Loddon Mallee Region

**Phone:** (03) 5440 3111

#### Northern Metropolitan Region

**Phone:** (03) 9488 9488

**Email:** c0989601@edumail.vic.gov.au

#### Southern Metropolitan Region

**Phone:** (03) 9794 3555

**Email:** c0988341@edumail.vic.gov.au

#### Western Metropolitan Region

**Phone:** (03) 9291 6500

**Email:** wmro@edumail.vic.gov.au

## Appendix 3: Technical Information

### Optimising Access

School technicians should assist teachers to ensure that the Interview can be conducted as efficiently as possible. Efficiency may be improved by:

- Setting school-based browsers to fast speed
- Using cable connection rather than wireless
- Setting screen resolution to 1024 x 768 pixels. (Users should be able to see the complete horizontal width of each question without scrolling sideways)

Training purposes only